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ABSTRACT

Offered as a concise source of information and thought on the role, ethics, and responsibilities of the college student publication adviser, this publication discusses the major points of relevant codes of ethics and adds information about contemporary journalistic practices. The first section discusses the adviser as journalist and deals with the topics of libel and obscenity; news, depth, and advocacy reporting; reporting in yearbooks and magazines; editing and opinion pieces; technological and business implications; and graphic design. A section on the adviser as educator suggests several models of advising, as well as procedures on recruiting and developing staff. A final section outlines standards for advisers and recommends maintenance of those standards through various forms of continuing education. The ethical codes referred to and a list of professional organizations for college publication advisers are appended. (AEA)

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Ethics and Responsibilities of Advising College Student Publications

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Preface

Advising college student publications can be one of the most rewarding, most challenging, sometimes most frustrating experiences in education. Advisers to student publications frequently come from academic backgrounds other than journalism, either because they are interested in students and their publications or because administrators assign them to the advising position. And many persons trained or experienced in journalism have little background in philosophies and approaches to advising student journalists as opposed to practicing journalism themselves.

This volume is offered as a concise source of information and thought on the role, ethics and responsibilities of the adviser. It has been written to be especially helpful to new advisers, advisers who lack journalistic background and experience, advisers in two-year colleges, advisers who need a refresher course, and deans and other administrators who need to know about the advising process.

The National Council of College Publications Advisers has long had a Code of Ethics, and in 1974 it adopted a Code of Professional Standards for Advisers as a further step in defining and describing the role and background of a professional adviser to student publications. This publication attempts to flesh out and discuss the major points of those codes and to add information about contemporary journalistic practices.

The authors drew upon their experience advising newspapers, yearbooks and magazines, and associating with other professional advisers in organizations and conventions in preparing this volume. Ms. Kopenhaver took primary responsibility for writing Chapters 1 through 3, and Professor Click was primarily responsible for Chapter 4 and portions of Chapter 2 as well as editing the entire manuscript. All members of the NCCPA College Student Press Series Editorial Board reviewed and edited the manuscript before the final editing.

Lillian Lodge Kopenhaver
J. William Click

1

The adviser

Unequaled awareness by the American people of First Amendment rights, freedom of information and their right to know has brought a vigorous inquisitiveness to the student press today. This has been a natural effect of two factors: first, society's demand to know, and, second, the growth of investigative reporting and increasing consumerism in this nation's press.

The First Amendment, proposed Sept. 25, 1789, and ratified Dec. 15, 1791, covers far more than freedom of the press. Seldom quoted in its entirety, it says:

> Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

The legal foundation for several basic freedoms is contained in those 45 words.

College and university student publications have become increasingly responsive to the issues and demands of their campus communities, just as the professional press has taken the lead in defending the rights and freedoms of the greater communities they serve. This movement in student publications has brought increasing pressures on both students and advisers from many groups and agencies within the community they serve.

Student publications have become a big business nationally and often mirror, on the editorial, production and business sides, professional newspapers, magazines and other specialized publications. Indeed, the sophistication of today's campus readership demands professionalism from student publications, whether at large or small institutions.

All of these factors place certain responsibilities on the individual hired to be adviser to a student publication.

Simply defined, an adviser is precisely what the word denotes — an *adviser*. That person's primary function is to provide guidance and

advice to those who run the publication and make the decisions: the students.

As just defined, the adviser is not a censor, nor a copywriter, nor a rewrite person, nor an editorial writer. The adviser does not lay out pages, nor edit any copy before it goes to the printer, nor act as an editor of the publication. He advises and teaches these skills, but after giving guidance and the best possible judgment, defends — and observes — totally the right of the staff to make the final decisions.

In guiding the learning process of staff members, the adviser is an educator who must bring to the position all the ethics and responsibilities of the professional educator, a wide knowledge of human nature and the ability to work and communicate with others in learning activities.

In communicating subject matter and the ethics, legal concepts and responsibilities of publications, the adviser is a professional journalist who must combine knowledge, skills and experience in journalism and in the particular medium being advised.

Student publications are as much a part of the total educational process as direct classroom instruction in any subject. The individual entrusted with the position of adviser must combine the competencies, knowledge, skills and ethics of both an educator and a journalist. Such an adviser will be best able to guide staff members to an understanding of their role in the campus community and to a realization of how they may attain the goals of their publication.

At a time when freedom of information is increasingly demanded by the public and staunchly fought for by the press, student publications are reflecting a similar advocacy. As the press continues to fight for the public's right to know and for First Amendment rights, the role of the adviser to student publications becomes more complex. As an educator and journalist, this person must provide understandings of the student press and the press at large to the student staff on the one hand and the campus community on the other. The adviser to student publications therefore must function to facilitate learning by educating students, administrators, colleagues and the community that the student publication serves.

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The adviser as journalist

Student publications function under essentially the same rights and responsibilities as professional publications. The adviser to student publications should understand the nature and function of contemporary journalism and possess the journalistic skills and experience needed to guide student journalists. Educators and experienced advisers alike are convinced that an effective adviser needs journalistic skill in all the areas in which he will advise students. Advisers may, of course, call in expert assistance or consultants in areas in which they are inexperienced, or with which they are unfamiliar, but sound understanding of, and skill in, basic journalism are highly important.

The contemporary journalist is more than a specialist in one area of the profession. He or she is a generalist, educated with a broad knowledge of the social sciences, business, humanities and research methods, and able to identify values and roles in society today and relate them to the goals of the publication; a craftsman who can construct word pictures to create clear, timely, accurate and factual accounts of events to inform effectively, and who can advise students in such effective writing; and a graphics designer who recognizes that the packaging of the product greatly influences readability and credibility, and that publications are using modern graphic and advertising techniques and changing their appearance.

The adviser has an educational obligation to help students understand the role and responsibilities of the press in relationship to the society it serves and to develop the skills of the journalistic craft.

The adviser should guide students in their everyday efforts to an understanding of the ethics and responsibilities of contemporary journalism, and their ramifications. In the role of journalist, the adviser should guide the staff as they attempt to produce a publication which represents thorough, fair and accurate coverage in the best traditions of a responsible press in America. The concerns of the professional press also are the concerns of the student press.

Student publications probe the issues of their campus community and provide a vehicle for the expression of opinion by the audience the publication serves. They should reflect the best trends of the professional media and use the most effective technology and latest ideas. Student publications have the potential of being trend-setters in coverage, style and graphic design, and of being responsive to their community. They have the potential of being even better than the professional press in many ways, having the distinct advantage of the availability of many of the best human and technological resources on campus. Student publications provide a real opportunity for experimentation and the testing of journalistic skills.

A Legal Basis

The First Amendment guarantees freedom of the press. Early statesmen realized that an investigative, vigorous free press was necessary to safeguard other basic rights in a free country.

In an academic community that exemplifies freedom to inquire and to express, the foremost freedom is that to exchange ideas and views and share information. The adviser should initiate and sustain institutional policies that will ensure that students have the freedom to establish and operate their own publications, free from censorship by any power group in the institution. Determination of the policy, content, organization and operation of the publication should be under student control. And, above all, advisers should be aware, and communicate to those with whom and for whom they work, that they are just what the designation denotes — advisers who provide the best possible advice and considered judgment of which they are capable, but who defend the rights of students to make the final decisions on their publication.

The issue of censorship is one that faces nearly every adviser at some time. The question usually emanates from an administrator concerned with the "image" of the college or university with regard to something to be published. Therefore, one responsibility of the adviser is to educate all concerned of the constitutional right of those engaged in student publications to conduct a free and unhampered investigation into matters that affect their community, and to print without fear of restraint. Along with this, the adviser can point out the potential for adverse publicity when suppression is attempted and fails. Letters to editors of metropolitan dailies can be more embarrassing to an institution than news and opinion published in a student publication.

This basic freedom from censorship has been affirmed for student publications at state-supported institutions in three cases of prime in-

terest to advisers. The fact that educational institutions may not abridge the basic constitutional rights of students was upheld in Tinker vs. Des Moines Independent Community School District (1969): "It can hardly be argued that either students or teachers shed their constitutional right to freedom of speech or expression at the schoolhouse gate."

The landmark decision assuring the extension of constitutional rights of freedom of the press to student publications came in 1967 in Dickey vs. Alabama State Board of Education: "state school officials cannot infringe on their students' right of free and unrestricted expression ... where the exercise of such a right does not materially and substantially interfere with requirements of appropriate discipline in the operation of the school." It went on to affirm that "since this state-supported institution did elect to operate the [student newspaper] and did authorize Dickey to be one of its editors, they cannot ... suspend or expel [the editor]." Thus the student editor has been freed from any threat of removal from office by an institutional source for something he has printed. The courts have ruled that this type of recrimination may not be exercised. The only things that can be restricted are the time and places of distribution of the publication.

As a further endorsement of the freedom of the student press, the courts found in Trujillo vs. Love (1971) that once a student publication has been established by the institution, the administration "may not then place limits upon the use of that forum which interfere with protected speech." This applies to all cases, even when the publication is fully funded by the institution. Financial support does not presuppose the ability to place any limitations or control on the publication. Thus the administration may not require that copy be read by an adviser or other employee prior to publication. Nor can it force a publication to print something against the staff's wishes. [See Robert Trager and Donna Dickerson, *College Student Press Law*, for a thorough discussion of legal considerations.]

The courts have upheld students' rights to freedom of expression. To establish a firm foundation upon which students can practice freedom of the press, advisers are responsible for educating those with whom and for whom they work about constitutional guarantees affirmed by the courts. These rights have not been clearly upheld in private colleges because there have been no landmark cases involving such colleges, but most professional advisers believe there is a moral or ethical obligation to grant students in private colleges the same freedoms and rights that obtain at public colleges.

Ethics

Equally important with legal rights are the ethics and responsibilities of professional journalism. Every major journalistic organization has a code of ethics or standards to which many of its members subscribe. Notable codes include those of the American Society of Newspaper Editors, the Associated Press Managing Editors and the Society of Professional Journalists, Sigma Delta Chi. All speak to accuracy, fairness, responsibility, independence, freedom of the press, truthfulness, sincerity and impartiality.

As journalists on all levels become closer watchdogs on the public, their own ethical codes must grow stronger. If they are to investigate, they have to be open to investigation themselves. Hence, most major newsgathering organizations have adopted strict codes against "freebies." This includes receiving books for reviewing, tickets for movies, sports and dramatic events, and trips of all sorts. These are to be paid for by the press itself. All gifts from any possible news sources should be refused in order to establish the highest standards of ethics and to insure the most objective coverage possible. These same principles apply to student publications as well as to the professional press. By accepting concert, movie or sporting event tickets, for example, will the student reporter be able to comment freely on the event? How does the student avoid any predisposition under these circumstances?

Once the legal basis for the operation of student publications is clearly communicated and understood, the adviser can guide the students in building a responsible editorial policy and management style that reflect the best ideals of the professional press, and to provide, on all levels, instruction that will result in the students producing a better publication.

A strong, clear editorial policy should be established by each student publication, with objectives clearly stated and carried out by the staff. Most student newspapers will formulate their own code of ethics, or subscribe to those principles enumerated by the ASNE, the Society of Professional Journalists or some other professional group. Operation of the publication should be conducted in accord with specific goals that establish the role and responsibility of that publication in relation to the community it serves.

Student journalists should be trained, whether in the classroom or in the student publication office, in the laws of libel and the invasion of privacy, and in local and state statutes affecting public and private meetings and off-the-record and background sessions. Student reporters need to know how local and state laws affect them and the meetings they will cover inside and outside their institutions. They

need to know how to handle briefing sessions and comments that may be on or off the record. They need to know when they can and cannot use a tape recorder legally and ethically and, finally, that they usually do not have to have their copy approved by anyone except the editor before it is printed, since prior restraint, which includes the prior approval of copy, violates the First Amendment except in cases where the subject was not public and the reporter has agreed to the restrictions to get the story. They also should understand that changes in a story by the editor do not constitute censorship. The editor is the ultimate authority on the publication.

Libel

The adviser as educator has a serious obligation because the scope of libel laws has changed a great deal in recent years, and in teaching students their legal responsibilities, the adviser must have a knowledge of the latest court opinions on libel judgments.

Libel is defined as defamation by the written or printed word, or by picture or caricature, which holds someone up to public hatred, contempt, ridicule or scorn, or which injures him in his profession. The best defense against libel is truth, but advisers and student reporters must remember that the burden of proving the truth in court rests with them, and what is obviously true to them and others seldom is provably true in a court of law. Even when a reporter checks and reverifies facts and statements before they are published, it is not likely that the reporter will gather material that can be admitted as evidence in court. Other defenses are likely to be more practical.

In addition to truth as a defense against libel, students must be taught about privileged reporting and fair comment and criticism. The definition of privileged reporting, or those meetings which are official and open to the public, differs from state to state and should be understood by the staff of the student publication. In most instances, boards of regents and trustees, student government and most institutional meetings at public institutions are considered open meetings and can be reported. In these cases, a fair and true summary is crucial.

Fair comment and criticism involves officials or public figures whose actions place them in public view and thus open their particular positions to fair comment, but only upon that work performed in the public view. The person may be evaluated upon the quality or credibility of his work or, in the case of those involved in performances in any way, upon the quality of that particular role or presentation. The reporter must be cautious not to comment on that individual's private life if it does not relate to his public performance. Thus, a student body

president may be criticized for his attendance record at student government meetings but may not be criticized on his class attendance record.

New York Times vs. Sullivan (1964) further defined the public official status, and the right of the press to comment on a broader based classification of persons fitting this definition, when they are involved in official actions. The *New York Times* protection affords the press a greater latitude of freedom since actual malice or reckless disregard for the truth must be proved by the plaintiff in all libel cases brought to court.

In all libel actions, retraction is no defense. A newspaper is totally responsible for what it prints and for the sources from which it receives the information it prints.

The right of privacy is another important issue for the student press, particularly since the passage of the Buckley Amendment (1974), which requires permission from the individual student for the release of pertinent information, since few students fit the "public official" definition. In certain cases students can be "public figures," affording the publication the *New York Times* defense and requiring the student to prove actual malice or reckless disregard for the truth.

Obscenity

On occasion, the issue of obscenity causes an adviser some concern. In Miller v. California (1973), the Supreme Court ruled that states and communities could regulate obscene material under certain conditions. The Court's decision said, in part:

> . . . State statutes designed to regulate obscene materials must be carefully limited. As a result, we now confine the permissible scope of such regulations to works which depict or describe sexual conduct.
>
> That conduct must be specifically defined by the applicable state law, as written or authoritatively construed. . . .
>
> The basic guidelines for the trier of fact must be (a) whether "the average person applying contemporary community standards" would find that the work, taken as a whole, appeals to the prurient interest, (b) whether the work depicts or describes, in a patently offensive way, sexual conduct specifically defined by law, and (c) whether the work, taken as a whole, lacks serious literary, artistic, political, or scientific value.

Note that the *whole* publication must be considered, not just an offensive portion. Each adviser should determine whether there are state statutes and local ordinances relating to obscenity that meet the 1973 guidelines. There is little likelihood, however, that a student publication will face an obscenity charge.

News Reporting

Three functions of the press are to inform, to educate and to persuade. In accord with the first two, to carry out its role as an independent observer and recorder of events, a student publication should establish a reputation for accuracy, fairness and objectivity. Therefore, to build credibility for the publication, pieces that perform the third function, to persuade, should be well labeled if they are opinion pieces or advocacy reporting and are not straight news.

The adviser should teach the necessity for accurate, factual, objective reporting, which presents all sides of the story and allows the reader to draw his or her own conclusions from the facts. Straight news reporting is the foundation for any publication. It presents the news clearly, concisely and accurately, and does not editorialize or give only part of a story. It is thorough and factual.

The majority of the information communicated on a college campus comes through student publications. Therefore, the staff has an obligation to be effective, credible and thorough, and the adviser needs to facilitate the learning of these qualities by teaching the purposes and skills of news gathering, news coverage and objective newswriting. News judgment, interviewing techniques, proper use and attribution of sources and quotations, and recognition of news values must be stressed.

In teaching the difference between straight news and other types of reporting, the adviser can illustrate the variation between denotation, the factual meaning of the word, and connotation, the nuance of meaning that may be associated with the word and create a negative or positive impression. For example, the word "cop" is negatively charged, "policeman" is neutral and "law enforcement official" is positively charged; yet all have basically the same denotative meaning. The reporter is obligated to use neutral words.

Straight news reporting is, in essence, terse, clear and straightforward. It promises fair and accurate information investigated fully by reporters with a lively curiosity and the desire to present carefully all sides of the story so that readers can judge the events for themselves.

Depth Reporting

In order to provide a greater understanding of our increasingly complex society, interpretive or depth reporting has become more important as a supplement to straight news reporting. Students should learn that the reporter has an obligation to give a full report of the in-

formation gathered, including an explanation of its significance, placing the news in its proper perspective for the reader. This allows readers to view many of the nuances of meaning in any situation, yet still permits them to draw their own conclusions. Obviously the reporter must verify facts by checking with several sources and perhaps develop multiple stories on the subject to assure adequate reporting.

Depth reporting is news coverage that borders on analysis, in the best ethics of objectivity and thoroughness; it discloses as many facets of the story as possible, keeping foremost a desire to give the reader the whole story, with its many interpretations. It is not an opinion piece; it is not advocacy reporting or "new journalism." Labeled accurately, both the latter types of writing have their place. They take a reader inside a reporter's mind as he experiences a particular set of circumstances or an event. They are, however, subjective reporting and should not be confused with depth reporting. The latter is a valuable tool for student editors to use in sifting all facts in any investigation of a story of major concern.

For example, the campus student press has an obligation to its readership to look in depth at such issues as the use of tuition and activity fees, legislative action as it affects that institution, major changes in college rules and regulations and their significance to the average student, consumer issues including health care and student insurance, academic honesty, student government and representation, grievance procedures and confidentiality of student records.

In keeping with the increasingly complex demands of presenting a complete story, reporters are using some of the skills of the social scientist in conducting surveys and polls and using computers to analyze data. Most colleges and universities offer access to computers, and reporters can make arrangements to use them for analysis in pursuing depth reporting.

Advocacy Reporting

A type of reporting that influences as well as informs is advocacy reporting, which promotes a position or action. Two potential dangers in advocacy reporting are (1) a writer who writes an advocacy piece when an objective or straight news report would have been more effective and (2) the reader who mistakes an advocacy piece for a depth or investigative report because of the placement or treatment of the story. As readers frequently mistake opinion pieces as straight reporting, editors cannot be too careful in handling opinion and persuasive pieces, including advocacy pieces.

Reporting in the "new journalism" style also may contain opinion, particularly when the reporter expresses feelings and impressions of experiencing the event.

All pieces containing opinion should be placed on the editorial page or should be clearly labeled as opinion or commentary.

Especially in opinion pieces, as in all journalistic writings, writers and editors should (1) be very conscious of the connotations of words, (2) never take quotes out of context to shape the story to a predetermined end, (3) thoroughly research the facts encompassing all sides of a story and (4) ensure that fairness is accorded the subject in every possible way.

Reporting in Yearbooks

Better yearbooks in recent years have become journalistically valid publications, reporting a full year of student and college life thoroughly in words and communicative design as well as in action photos. Although most yearbooks do not report news as such, they use most other standard reporting techniques to tell the story of the year.

The major trend in yearbook journalism has been to interpretive, featurized reporting in depth, much like respected national magazines publish. "New journalism" has been used as a technique to personalize and humanize reporting of events, giving them setting, sounds, emotion and feeling — even aroma.

Topics or subject areas that must be covered in yearbook reporting are student life, sports, academics, organizations and personalities. Student life is the full range of what students do, both on and off campus, with classes in session or not. It includes summer jobs, internships, study trips, workshops and vacations as well as evening and weekend activity during the college year. Readers usually like to see student life reported in chronological order in their yearbooks. Off-hour and off-campus activity, of course, is more likely to introduce the factor of privacy that must be more carefully observed in such situations.

Sports include intercollegiate (varsity, JV and freshman men's and women's sports), intramural and individual sports. More students take part in individual sports such as bowling, billiards, volleyball, hiking, backpacking, spelunking, sky diving and flying than in organized intercollegiate and intramural sports, and this important aspect of sports deserves proper coverage in the yearbook.

Academics is what students do for credit and involves lab experiments, practicum courses, internships and individual projects as well as traditional course work. Reporting about faculty and administration is not academic coverage but part of the reporting of personalities.

Usually it is more effective to keep faculty coverage out of the academics section.

Reporting of organizations should tell what clubs and other groups did over a 12-month period and should not tell about planned future events or annual events that normally take place but may be canceled. Everything a club or organization did need not be reported, but what is reported should be scrupulously accurate and should be told in a way that interests readers. Several groups can be combined into a single report so that unequal amounts of words about different groups will not be so apparent. This also makes it possible to use only one headline and one copy block per two-page spread, reducing the possibility of disunified, scattered-looking layout.

Personalities reporting is a recent development in yearbooks. By grouping all individual portraits and group pictures of students, faculty and administrators into one section, the book saves division pages and organizes all the people into one convenient location. To make these spreads more interesting, staffs use a mini-report on nearly all two-page spreads. The report combines a story, a picture, a caption and a headline into a display unit that contrasts with the portraits or posed groups and also eliminates the random action and candid pictures that used to proliferate in portrait sections. These reports tell about things students did that do not rate a two-page spread or larger report, about faculty and administrator activities and about the board of trustees and its actions for the year. Most of these involve students and their achievements and activities: unusual hobbies, awards on the national, regional, state or local level, public service projects for neighboring areas, even routine activities that can be told to give a humanized, personalized view of another student. Students interested in feature and magazine writing can gain great experience doing these personality pieces.

Techniques of yearbook reporting are the same as those for newspapers and magazines. In every case reporting should be accurate, truthful, and factual; double-checking is the way to help assure these qualities. There is no opportunity for a correction in the next edition of the yearbook, and the same principles of communication law apply to yearbooks as to other media.

Straight reporting, using interesting leads and extensive description and narrative, is very popular in yearbooks. In many instances this is developed into interpretive reporting, depth reporting or investigative reporting, usually including a human interest angle.

An occasional first-person account of an event can be effective and an occasional essay will interest readers. One yearbook introduced each section with an essay about the mood of the campus related to the

content in each section. Poll or survey reporting can add interest to the book, especially when the poll has not been published in the college newspaper or other media prior to yearbook distribution.

Advocacy reporting, opinion writing and satire are generally not used in yearbooks, although some books have had selected students write brief personal statements about what the college means to them. Very seldom, probably no more than once in a book, is question-and-answer reporting appropriate, and then it must be handled very carefully and condensed for maximum interest and impact.

Interviewing sources and covering events in person are the bases for all good reporting and cannot be underestimated or underused in yearbooks. Never should copy be written by a staff member sitting in the office trying to recall what took place. Never should a book repeat what a previous edition said about an event or topic. This year's story is different and has new angles as well as new characters.

While reporting has become popular with students who are reading it and finding it helpful in reminding them of what the year was really like, reporting in words should not dominate the yearbook. Just as books that ran nothing but pictures declined in sales, and some became defunct, books that go overboard with words can expect much the same reaction. As in other publications, variety and balance in content, length of items and approaches to presentation are essential.

Reporting in Magazines

Yearbooks and magazines are much alike in reporting, and contemporary newspapers have been moving in the direction of more magazine-like reports of interpretive, feature, depth and question-and-answer types.

Many college magazines continue to be literary, publishing poetry, fiction, line illustrations and photographic art, but general interest magazines usually are more popular. These magazines frequently run poetry, short fiction and art as well as essays, interpretive, human interest or feature articles, photo essays and other content of interest to readers. Some have expanded into community magazines, bringing together university and community interests and broadening circulation.

The popularity of *Rolling Stone*, *New Times* and the writings of Tom Wolfe and other new journalists has led many students to attempt their styles of reporting and writing in student magazines. These styles may be well received (1) if students are willing to spend the many hours necessary to revise, condense and polish their writings, just as the widely published writers do, and (2) if they're willing to let their

editors have great influence on how the finished work will read and look when it is published.

The essentials of reporting and reportorial writing are identical for all media, and reporting remains the *sine qua non* of contemporary journalism.

Editing

The importance of creative, judicious editing in student publications is obvious. Four levels of editing should exist on any publication. First, the reporter edits his copy, using his best judgment as to the objectivity, factualness and fairness of the story, as well as the choice of words to convey correct meaning. The second level of editing falls to the news editor (or other assigning editor) who judges the completeness, angle, newsworthiness and accuracy of the piece. Third, the copy editor has the overall responsibility for spelling, word usage, grammar, verification of facts and names, and clarity. Finally, the fourth level of responsibility falls to the managing editor or editor who ultimately judges the point of view, validity and purpose of the article in the context of the goals of the publication.

The importance of effective, careful editing cannot be overemphasized. On any publication there must be several levels to review and verify stories to guard against inaccuracy and other errors. Only through judicious care by the student staff and a responsible copy editor can the publication achieve a desired level of credibility and validity on campus.

The adviser should teach clear writing, grammatical correctness, style, spelling, accuracy and care in editing and copyreading. The stylebooks of Associated Press and United Press International can be used as a guide to or substitute for an individualized style sheet or stylebook. In addition, a particularly good book for the adviser is Strunk and White's *The Elements of Style*, which gives the best explanation available about what determines "distinguished" and "distinguishing" writing, and what determines writing that communicates well.

The editing process should ensure that copy can be easily and quickly understood and that words that imply any meaning beyond a factual one are removed. Sentences should be short and direct, and editorializing avoided.

The student journalist also should realize that the credibility of any publication, no matter how superior a writing and reporting job is done, suffers if people's names are misspelled, if their titles are incorrect and if facts are incorrect or only partially correct.

Another responsibility of the editing process is headline writing. The reader is first attracted to a story by what the headline says; therefore, it should reflect accurately the tone and information found in the lead. Headline writing requires precision and creativity to ensure that the reader understands the story and is not misled. The head is a mini-sentence, usually with a subject and verb, and with every word vitally important in communicating a message. For example, "Mayor's car runs down widow, 51" conveys a very different message from "Mayor's driver involved in accident." Yet the former, more emotionally charged head appeared over a story about a 51-year-old woman who walked out from between two parked cars in front of the mayor's chauffeured car. The mayor was not present. The editing process must ensure contextual accuracy and objectivity in cases like this.

The final editing job, beyond that of rewrite and copyediting, is to ensure that all copy meets the standards of the publication's editorial policy with regard to taste and ethical and legal considerations. Each publication needs to establish an editorial policy, setting forth its goals and guidelines, and to communicate these principles to the staff and readers. Such a policy is the best way a student publication can promote accuracy, consistency and journalistic integrity. Some topics that can be discussed in such a policy include lines of decision-making, what is "good taste" and what will and will not be printed. For example, no ad salesman will give reduced rates to favored advertisers, and no reporter will attempt to tell only one side of a story because a source is a friend.

Opinion Pieces

Since one of the functions of the press is to persuade, readers have come to expect an alternative to straight news reporting in the form of editorials, columns, reviews, letters to the editor and other features.

Opinion pieces afford creative outlets for the student publication. At the same time certain ethical principles emerge because of these specialized forms of writing. The first obligation is to ensure that the reader recognizes them as opinion pieces, designed to persuade in some way. Placement on the same page or in the same place each issue will aid in this identification, as will labeling the page or section. Many papers use an "Op-Ed" page, properly labeled. Thus, the reader becomes aware of what he is reading.

Secondly, the publication's editoral policy should delineate guidelines as to who writes editorials and how agreement is reached on the point of view to be taken. It should also determine if it will print letters

to the editor if writers request that their names be withheld, and so state in the paper's standing policy on letters to the editor.

Finally, some publications develop a statement to be printed in the masthead to the effect that "opinions expressed in this publication are those of the writer and not necessarily those of the faculty, administration, student body or the newspaper itself." None of this is, of course, a defense if someone writing a column indulges in a libelous statement. The paper is still responsible if it prints the statement, so judicious editing is essential in opinion pieces.

Advisers should be particularly active in helping their staffs to develop an editorial policy that helps them determine standards in evaluating opinion pieces for possible publication.

Technological Implications

Recent technological developments have had great effect on publications, many of which have converted to video display terminals, in-house typesetting and electronic editing.

Advisers should be aware of the rapid changes in all areas of the media and how they may influence students and their publications. As newer computers and more advanced typesetting equipment become available, advisers must be aware of their capabilities and how they may speed production or save money.

Almost any publication can afford and benefit from basic typesetting equipment, even the small weekly that can combine resources with a yearbook or magazine to save on typesetting costs. Purchasing the basic equipment to set all copy, headlines, or ads costs no more than paying the monthly bills for these services over several months or years. The need for continuity in the succession of student production staff and for the adviser to become at least nominally familiar with the equipment, procedures and processes is obvious.

Graphic Design

The last decade has seen a revolution in publication design. All types of publications have undergone changes in design, type styles, column widths and the use of illustration, art and photography. Offset printing has encouraged this experimentation and many student publications have art directors as first-line staff to look at the total design of their product as it affects both appearance and communication.

Advisers should instruct staffs in the packaging of the publication. Many instances, on both professional and student publications, suggest that layout and design are of tremendous importance in attracting read-

ers to the publication and to items in it. Once they become interested, credibility and completeness of coverage will keep readers going. Good writing and attractive design complement each other in an effective publication; one cannot achieve maximum success exclusive of the other.

Because of the possibilities brought about by offset printing for the use of art, graphic design, varied column widths, white space, creative type styles, placement of art and photographs and other makeup elements, publications of all sorts are becoming more attractive. The effective use of design is functional since it increases the readability of the publication and encourages the consumer to use more of the services and information it offers.

Magazines and yearbooks have taken the lead in emphasizing a personality throughout the publication, one which sets a mood through an overall unity of graphic design and well-planned content. Magazine and yearbook advisers know that the best way to generate design ideas is to review effective models. Many professional and specialized publications have set trends for overall unity and design. Among them are *Friends* (published for Chevrolet owners), *Psychology Today*, *Review* (published by Eastern Airlines), *Esquire* and *Playboy*. By analyzing these and other magazines and selecting creative layouts, uses of type and design, and other elements that are applicable to the student publication, the adviser and staff can improve design in their publication.

Newspaper design has shown slower signs of innovation and creativity, but in recent years many of the nation's better metropolitan papers, including *The Louisville Courier-Journal*, *The Chicago Tribune* and *The Minneapolis Tribune*, have dramatically changed typographic design and emphasis and added an art director to oversee total makeup. Long Island's *Newsday* long ago produced an innovative format for the tabloid. Even the conservative standard, *The New York Times*, has modernized some of its Sunday sections and produced contemporary designs for its Long Island Weekly and New Jersey Weekly suburban sections, among others, to expand their readership.

Many newspapers have used or adapted some elements of magazine design in their makeup, including *Newsday* and *The Christian Science Monitor*. Design and coverage are treated as a complete entity, without forcing the reader to begin a story on one page and jump elsewhere. Readership surveys have shown that many do not turn to the jump page. Thus many papers are trying to treat stories as a whole, with fewer stories on each page, but with each page designed as an unit in itself, with copy and makeup complementing each other. A front page may have only four different stories, but they will be complete, well-designed units in themselves.

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Spot news has become less important in most student publications. Interpretive or depth coverage now develops the *why* and *how* of the event, rather than the *who* and *what*. The reader, in demanding that the facts be placed in perspective since the newspaper has time to develop the story, is more conscious of the total impact of that story, and that includes design in an era of intense visual awareness in all media.

Yearbooks have adopted some of the best in magazine design to produce publications that journalistically, graphically and photographically tell the story of the year. Innovative design within a total unified concept for the magazine or yearbook has taken the place of the traditional "picture book." Well designed and written sections are the hallmark of the modern yearbook, just as self-contained articles and photojournalistic essays are an integral part of magazine design.

Experimentation and innovation in streamlining publication design are as much a part of updating publications as are accurate, factual writing, complete coverage and creative editing.

The Business Side

The "total publication" is the most valuable concept that an adviser can teach student journalists. The business side of a publication is as important as the news-editorial, for without adequate fiscal management and financial stability, the publication could not be published.

There are two basic types of student publications, dependent and independent. The former receives direct subsidy from the college or university or from student activity fees; the latter finances itself solely through advertising and/or subscription income and often operates in off-campus facilities.

Some publications use campus facilities and services at no charge and others receive a direct subsidy by having an adviser who is paid by the institution for working with the staff. In these instances, the publications are classified as dependent, since they are supported in whole or in part by university funds.

Independence requires that there be no direct or indirect subsidy from the college or university; regular advertising contracts with the institution, student government and other departments within the institution who pay for all space they use; payment of rent to the institution for use of facilities, utilities and other services; and no faculty adviser appointed or paid by the university. Independent newspaper usually incorporate as non-profit, tax-exempt organizations to ensure that liability is vested in the publication's structure and that investments in equipment and supplies are protected. An example of an independent

publication is the *Independent Florida Daily Alligator* (University of Florida).

There are obvious advantages to either the dependent or the independent student publication. For the publication at smaller institutions, being subsidized by the college or university provides a greater element of security and the knowledge that the publication can regularly publish. The staff can budget ahead for its issues and the size and scope for possible coverage for the year.

On an independent publication, the staff quickly learns that it must support itself.

Student publications on many campuses are regarded as a big business. Increasingly, students are being paid for the stories they write and the ads they sell, as well as for serving in editorial positions. In many instances student publications provide both paid and unpaid internship programs. In others, students receive a salary and are able to work in a job related to their careers. Some student newspapers have a larger circulation than their local city newspapers, for example the *State News* of Michigan State University and the *Daily Texan* of the University of Texas.

National advertisers recognize the importance of the student market. A national advertising representative for college papers, CASS Student Advertising Inc. of Chicago, places ads for national advertisers in college newspapers across the country. Advisers whose newspapers are not served by this representative may wish to inquire of its services.

On the local level, student salesmen are generally paid commissions and sell local businesses. By showing how much their university influences the economy of that city and how heavily the campus community relies upon the student newspaper for information, student salesmen often persuade local businesses to advertise in their publication. In addition, the families of students frequently form another powerful buying bloc, one that often is neglected in sales campaigns, particularly in community colleges and commuter campuses.

Student publications are charging and receiving ad rates comparable with the professional press. To increase ad sales, many publications run contests and offer prizes for the highest sales to provide incentives for advertising campaigns.

Student publications should have a specific policy dealing with advertising, including the types of ads that will or will not be accepted and who makes that ultimate decision. In addition, each should publish annual rate cards and contract regulations to be used in all business contacts.

With all types of student publications on a college or university campus, the adviser must provide the foundations of journalistic eth-

ics, responsibilities and skills to the staff. Since the adviser's prime philosophical and practical function is that of a professionally educated and experienced journalist, the adviser should have a sound understanding of these fundamentals.

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The adviser as educator

The adviser as journalist probably cannot be separated from the adviser as educator, for the professional journalistic education and experience of the adviser have imparted attitudes and skills that must be provided to students on the staff.

The adviser is responsible for leading the staff to a full understanding of the role and scope of the student publication, and how its goals can be achieved. The adviser is not an editor or a censor of any sort; the adviser is a professional educator who guides the staff to learn the principles and skills of journalism and lets them practice what they have learned by producing the best student publication they can.

The adviser should be available to students at all times, and provide advice to them as requested or when the adviser feels it is necessary or desirable. He should be respected by the staff as having a sound journalistic background and as being able to provide sound advice.

In some institutions where there are laboratory publications, usually as part of the curriculum for a journalism major, the adviser is a long-experienced professional journalist who has been hired to function as managing editor. Under this system, student sub-editors and reporters make as many decisions as do sub-editors and other staffers on a commercial publication, and their decisions are subject to approval, alteration or veto by the managing editor. Proponents of this approach maintain that the adviser as managing editor is not there to foster censorship or protect the university's image, but to provide a realistic simulation of the real world of commercial journalism, where cubs and other relative newcomers to the staff of a professional publication do not make final decisions; older, wiser, more experienced editors do.

There is potential for great harm in such an approach. Some tyrannical managing editors will play too large a role in production of the publication. In the process they will stifle initiative, dampen incentive and destroy staffer interest. If the publication is to be a *student* production, the most effective approach appears to be the one in which the

staff is trained and then given freedom to practice what they have learned.

Who is Publisher?

The legal position of the adviser varies by state and by institutional rules, regulations and mandates. In some public institutions, if public funds support the publication, governing bodies have decreed that the president of the institution is publisher. This is true in the state university system of Florida, for example, causing newspapers at the University of Florida, Florida State University and Florida International University to declare their independence and become self-supporting.

In cases where the president by state regulation or decree is the publisher, in what legal position does that place the adviser? And what can the president do as publisher?

Having the president declared publisher means very little other than that, in legal cases, a plaintiff can try to sue the institution along with the publication. However, since the institution does not control content and rarely controls finances, the president is really *not* the publisher. The president cannot prevent copy from being printed or force an adviser to perform a similar task, since prior restraint is illegal. The president also may not fire an editor.

At one Florida state university, the president fired the editor and two associate editors of the newspaper for what he termed the poor quality of the publication, including grammar and spelling as well as the editorial policy, which used "vilification and smear tactics." The court reinstated the editors and ordered that they be paid back wages, saying, in effect, that the president couldn't fire people who wrote things he didn't like, even if he was the publisher by state law.

The adviser is often placed in the position of a surrogate publisher by the institution, and can be threatened with suit along with the publication and the institution. However, actions against advisers have been rare.

In many cases, whether incorporated as non-profit organizations or not, student publications are declaring in their editorial or management policies that the board of the publication is the publisher. At some institutions a publications board or similar entity is publisher, providing a buffer for the adviser. In reality, the student editor usually functions as the publisher.

Models of Advising

The types of situations in which advisers function vary widely from large to small and from public to private institutions. There are eight basic models of advising situations.

Full-time Adviser or Publications Director — This person usually is responsible for both the editorial and business sides of all student publications and must assure the fiscal stability of the publications.

Load Credit — The adviser receives a reduced teaching load, generally one fewer class for each publication advised. Several state, regional and national groups, including the Community College Journalism Association, have taken a stand that advisers should receive a reduced teaching load for each publication.

Extra Compensation — If an adviser is not given released time for advising, compensation should be paid for the extra duties, usually at the rate of one overload course per publication.

Practicum Course Supervision — In many instances, student publications are produced as part of the academic program and students enroll in a practicum course in which they work on the publication for credit. For colleges that do not offer basic journalism courses, such as news reporting and news editing, this type of course can help to train and maintain a staff, and offer some reward for work on the publication. The adviser should ensure that instruction actually takes place, however, to justify the academic credit.

Paid Staff — On many publications staff members are paid salaries. On others student editors are granted tuition waivers, and on still others, staff members are placed in work-study programs for the publication. The adviser can explore many possibilities to provide compensation to the staff and serve as an incentive for students to work at a job that holds great interest for them.

Unpaid Staff — On publications where it is impossible to pay salaries, other rewards can be offered. Some include an annual journalism awards dinner, presentation of certificates, internship credit, scholarships, membership in journalism societies (Society of Professional Journalists, Society for Collegiate Journalists, Beta Phi Gamma), trips to journalism conventions on the state, regional and national levels (Associated Collegiate Press, Columbia Scholastic Press Association) and attendance at workshops and seminars at colleges and universities.

Production Responsibilities — Publications at small as well as large institutions are purchasing typesetting equipment, and some have printing facilities. Some advisers are full-time professional production supervisors, responsible for the equipment and for the fiscal management of the production operation.

No Direct Responsibilities — The final model, and one which is widespread, involves advisers who are assigned student publications on a "volunteer" basis with no compensation, released time or specific mandate except to "advise." Depending upon how successful staff recruitment is and how well funded the publication is, this can become a burdensome job. These advisers should seek released time or compensation so that their work loads do not exceed those of other faculty or staff members.

Recruiting and Developing a Staff

The first executive director of NCCPA, Dr. Arthur Sanderson, summed up the job of an adviser in five words, "Train 'em and trust 'em." His advice remains valid and once a staff is recruited, this is precisely what an adviser should do.

Recruitment is potentially one of the adviser's most difficult tasks, especially where there are few or no journalism courses and no money to pay staff members, or at a commuter campus. However, the adviser can offer students a tangible advantage: the opportunity for achievement and success in producing a product. Staff members can learn and practice skills and view the results of their work in everything from a byline to a photo credit to a name in the masthead.

If there are no journalism courses and it is not possible to schedule a practicum class, an adviser should recruit in English classes. Faculty colleagues are prime sources of recommending students, and the personal contact follow-up usually is far more effective than a poster or announcement in convincing a student that an opportunity exists for him to achieve something rewarding and valuable. Art, design and photography classes should be contacted, as should the college's print shop and public relations department. People in all of these areas can recommend students with skills or interests that could be related to publication production. Once a nucleus has been recruited these people should be urged to recruit others.

Where students receive no formal journalism training, it is up to the adviser to begin staff development quickly, particularly if a publication has to be produced within a short time.

At the beginning of the year it is almost necessary to conduct a training program including at least basic ethics and responsibilities of the press, writing and editing principles, interviewing techniques and fundamental design. This training, provided before fall term begins or during the first few weeks of classes, should be supplemented in two ways: first, by additional seminars scheduled during the year and, second, by marking up the publication and reviewing it with the staff as a

teaching device after it is produced. The finished product is an ideal teaching tool and, of course, should be used constructively.

The adviser also can aid the staff by providing samples of other publications from which they can learn and adapt ideas. Good samples of design, writing and photography can be displayed on bulletin boards.

An integral part of staff development involves each individual's knowing exactly what his responsibilities are and how his position relates to every other staff member's. Job descriptions in a staff manual and an organization chart illustrating lines of authority are essential.

Developing Policies

Editorial — An organization chart is the first step in identifying and clarifying roles and procedure. The second step is the development of a comprehensive editorial policy that details the ethical and operational policies of the publication. It should include the following areas: the ethical code the publication subscribes to, how controversial matters will be handled, who comprises the policy-making and decision-making group, who is ultimately responsible for what is printed, what the publication will and will not print, how personnel matters will be handled, what grievance procedures exist for individuals both inside and outside the publication, how both signed and unsigned letters to the editor will be handled, policy on protection of sources, how editors are selected and removed, who writes editorials and how a viewpoint about them is arrived at, the relationship of the publication to the institution and how administrative, faculty and student pressures will be handled, and the publication's policy on news coverage and commentary, and how they will be identified.

Any other concerns that affect the individual publication should be addressed in the editorial policy, since this document represents the publication in its ideals and operation. It should be reassessed annually to evaluate its effectiveness. All staff members should have a copy and be familiar with it.

Advertising — An advertising policy sets forth the policies and procedures of the publication for soliciting and printing ads.

Specific items that need to be included are types of advertising that will and will not be accepted, who is the final authority on ads, who decides what percentage of each issue will be advertising, the relationship between the business and advertising side and the editorial side in responsibility and decision making, how changes are made in the publication's rate card and what commissions will be paid to ad salesmen on both single and multiple insertions.

An advertising rate card and contract should be developed and re-evaluated each year, particularly as operating costs rise. The rate card, to be provided to all prospective advertisers, should list discount policies as numbers of insertions and total column inches purchased increase and should also state the responsibility for errors of both the advertiser and publication. Most newspapers require that new advertisers pay in advance and that insertion requests received by mail from out-of-town firms include a check until a credit rating is established.

Some publications will engage in trade-off advertising where a business will provide supplies in return for advertising. For example, an art supply house will contract to supply transfer lettering, drawing tables and other graphic materials in return for advertising. The staff must be sure that this is done by contract and on a cost-equal basis and that it is not for personal gain.

Business — To supplement the advertising rate card and policy, each publication should adopt standard business practices. This involves conducting the fiscal affairs of the publication through normal bidding and contracting procedures, and maintaining proper accounting records of all revenues and expenditures.

Once an advertiser has established credit, a bill and a tear sheet are sent immediately following publication. Interest may be charged on accounts due after 30 days. Classifieds are generally payable with the insertion order; extended credit is not advisable, except to established commercial accounts.

Ad salesmen should be paid commissions only for ads that have been paid for. This is an incentive for securing payment with insertion. The billing process for any publication should be professionally done on printed billheads. If a business is lax in payment, additional ads should not be run. If the amount warrants it, resorting to the use of a collection agency or small claims court is an alternative.

Effective merchandising is vital to yearbooks, a good percentage of which must be presold by the staff. Some colleges have an automatic check-off at registration where students pay for their book at the same time as they pay fees, usually the easiest way to make sales.

Students must be convinced that they have a need for the book. Sales dramatically rise when yearbooks contain the traditional complement of pictures of people, in individual, organizational, activity and candid shots. Students want to remember their year and their part in it, and merchandising should capitalize on this desire.

Staff Relations

By bringing expertise as both a journalist and an educator to the publication and its staff, the adviser becomes a respected and trusted member of the publication team. Building trust and respect are paramount for the development of positive adviser-staff relationships, and for opening positive lines of communication in the advising situation.

In the everyday production process, the adviser should be available to counsel staff members, to provide advice when requested and when the adviser feels it is warranted, and to act as a liaison with the campus community, particularly the administration, by educating others to the role and responsibility of the student press.

In policy-making or decision-making situations, such as an editorial board meeting, the adviser should provide counsel and information, with the ultimate decision being made by the students. The adviser serves as a resource person and many times as an objective mediator in problem situations. It is important that he emphasize his educational role and earn respect, since the best teaching is by example. When the adviser, editors and staff are able to form an effective publications team, the adviser can be relatively sure that ideas and counsel will be listened to and carefully considered. Teamwork is important in building a relationship of mutual trust, which is the ultimate goal in advising.

The adviser is fortunate in being able to provide instruction to the students in a practical setting outside the classroom. This supervisory position can be used to teach students that deadlines must be met, that the publication must come out on schedule, that the staff should follow professional standards in their work, and that the total quality of the publication should be kept foremost in mind as staff members function within their own individual roles.

The adviser can help the staff remember their goals, and help them share in a professional experience. An adviser can guide students to recognize weaknesses and individual differences, and strengthen their confidence and abilities as they work toward their career goals. He can provide them with professional role models and aid them in developing their own potential within the publication, working and progressing at their own pace.

Through all these methods and opportunities, the educational goal of student publications is achieved, for the adviser, as a professional journalist, can promote an understanding of the ethics and responsibilities of a free student press with both the staff and the administration, and can be able, as a professional educator, to demonstrate and explain standards which should result in a high quality student publication.

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Preparation and continuing education

Effective advisers are unique persons and likely will have distinctly different personalities and backgrounds in education and experience. Many persons who voluntarily become advisers or who are thrust into advising as a condition of employment are not fully prepared to be professional advisers, no matter how broad or deep their backgrounds are. As Dr. John A. Boyd, long-time adviser at Indiana State University, often says, "I keep learning every year, and if I didn't it wouldn't be as much fun."

General Standards

One recent study identified 11 major areas of competence needed by a student publications adviser, in approximately this order of importance:

1. News judgment, news gathering and news writing
2. Editing and design
3. Professional practices of journalism and ethics of advising
4. Law of student publications
5. Relations with persons not on the publication's staff
6. Production techniques
7. Business and finance
8. Advertising
9. Relations with staff members
10. Photojournalism
11. Writing other than news (editorial writing, caption writing, opinion and column writing and feature writing)

Discussions in the preceding chapters have dealt with nearly all of these points and extensively with some of them. How a person develops the knowledge, understandings and skills in all these areas depends greatly on education and experience. Some of these always have to be developed on the job.

Courses that deal with a majority of these areas are available in most schools and departments of journalism. Individuals have a tendency to specialize in one area or another, such as news writing and editing, to the exclusion of advertising, business and finance. Relations with the staff and with persons outside the publication frequently are dealt with only in class discussion, and not in sufficient depth or by offering a variety of approaches to give advisers enough background to operate effectively with student staff members, other faculty, administrators and persons away from the campus.

The attitude of the adviser is tremendously important. Many advisers have admitted openly that they cannot restrain themselves from editing copy before it goes to the printer or approving final page dummies or paste-ups. Some contend that continued employment at their colleges depends upon this odious form of adviser censorship. These open admissions do not make their actions right or journalistically acceptable, nor do they win admiration from advisers who have tried to be thoroughly professional in their advising and to gain acceptance of publications advising as a professional field.

Seldom does a college or university list specific qualifications for its advisers beyond some experience or a degree in journalism or mass communications. Advisers, therefore, usually are left to decide what gaps they have in their preparation and how they will fill in those gaps.

NCCPA has stated in its Code of Professional Standards for Advisers that "the ideal minimum standard for a publications adviser should be a master's degree in journalism." The code also states that if a person has a bachelor's degree in journalism and a master's degree in another field, or has a minor in journalism his course work should have included the areas of news writing and reporting, editing and makeup, communication law, photojournalism, editorial problems and policies, theory of mass communication, advertising and economics of the media, history of American journalism, graphic production techniques, advising student publications, and mass media and society. These recommended courses leave a gap in the business operation of publications along with editorial, feature, caption and opinion writing and perhaps in dealing with people who have some interest in publications.

NCCPA's code also recommends "some experience in working in the professional media, particularly in the area of his advisership" and points out that the kind of experience is more important than the length of it, concluding that a combination of academic course work in journalism and professional media experience best fit an individual to be a competent adviser.

All this has dealt with minimum preparation. What about becoming a well-qualified, highly professional publications adviser? Tradi-

tional educational opportunities exist on most campuses, where advisers can enroll in courses at reduced tuition or at no cost. Persons with strong editorial backgrounds can take business, psychology, counseling, advertising and other courses to fill in gaps or to extend themselves beyond minimum preparation. At least one recipient of NCCPA's Distinguished Adviser Award who holds bachelor's and master's degrees in journalism decided to enroll in an M.B.A. program to become better prepared to administer the business aspects of the student publications program.

Other areas that many advisers need to attend to include changes or developments in interpretive and depth reporting, public affairs reporting, communication law, public opinion polling and interpretation, makeup and design practices, advertising sales and promotion, public relations and production technology. Effective advisers consciously set aside time to become informed of changes and developments in all aspects of journalism so that they can stay at least a step ahead of their students and be able to give current examples from the field to their students during the advising process.

Workshops

Advisers nearly always rate workshops as the most effective and efficient method of continuing education. Workshops are scheduled to begin at a given point and continue through a planned program to a conclusion while allowing participants time to work on their own problems and to discuss them with the workshop group or leaders.

Some workshops deal broadly with advising and permit advisers to develop specific interests or projects in connection with the overall program. Other workshops deal with specific, well-defined topics and go into much greater depth than the broad workshops. Workshops specifically for publications advisers have not been plentiful, and more are needed, but advisers frequently can find a workshop that is sufficiently reasonable in cost and time commitment to gain a wealth of new ideas, techniques and insights, as well as to rekindle a high level of enthusiasm for advising and working with students. NCCPA has begun a series of spring workshops and is developing a plan to present workshops in each of its nine districts.

Because workshops usually involve a small number of persons and individual and small-group attention from the leaders, they tend to be more costly than conventions and other means of continuing education. A student publications budget should include funds for adviser and staff development, and many colleges provide funds for faculty development that enable advisers to take advantage of workshops.

Seminars and technical meetings often are similar to workshops, although they usually are a series of presentations with little opportunity to develop individualized solutions to problems. The American Newspaper Publishers Association has offered a number of seminars on production technology that have helped many advisers to update their production practices and decide what typesetting systems to purchase for their student publications. The Magazine Publishers Association offers a special program for magazine educators as well as professional programs that journalism professors and advisers may attend. Several colleges and universities offer workshops for both advisers and students, such as the College Yearbook Workshop and the College Newspaper Workshop at Ohio University in Athens.

Because workshops, seminars and meetings change, new ones are added and a few are discontinued, it is advisable to check with NCCPA officers or its membership services director for current information on what is available. The NCCPA Newsletter and special mailings to members frequently announce these programs.

Conventions and Meetings

More advisers attend conventions than workshops, and most who do find a wealth of information and advice available if they seek it out. NCCPA's major fall convention in conjuction with Associated Collegiate Press offers an extensive program of sessions for advisers and students. A smaller NCCPA convention in March deals with more basic topics and frequently includes visits to facilities of the professional media and discussions with their editors. Both conventions move around the country to make them more accessible to advisers and students who can benefit from them and from the variety of facilities available in various localities.

Conventions usually are not sequenced and advisers select the sessions they want to attend. Some advisers find that the shop talk between sessions and in place of sessions often is more rewarding than the formal program.

Regional and state college press associations also have conventions that are of great help. Some advisers find conventions of the Columbia Scholastic Press Association, National Newspaper Association and other organizations to be very beneficial. Addresses of state and regional press associations also are available from NCCPA.

Some convention topics reappear every year, but with updated information. Even an annual update in production technology has not been sufficient in recent years because of rapid change in the field and

the introduction of new and cheaper video display terminals and systems linking them into efficient production systems.

Sources of Information

Advisers can continue to develop professionally by reading professional periodicals and books. In one study, advisers rated books and periodicals as more helpful than conventions.

When budgeting for any publication, a sufficient amount of money should be set aside to buy periodicals and books for the staff office, even if the college library regularly receives them. The convenience of having these in the office and of noticing them arrive periodically is well worth the cost. Periodicals that have been most helpful include *College Press Review*, *Editor & Publisher*, *Columbia Journalism Review*, *The Quill*, *Community College Journalist* and *Advertising Age*. Although directed more at high school publications, *Scholastic Editor*, *Communication: Journalism Education Today*, *Quill and Scroll*, *Bulletin* of the Columbia Scholastic Press Advisers Association and *The School Press Review* usually are helpful.

More specialized periodicals will benefit some student publications. These include *Publisher's Auxiliary* of the National Newspaper Association, *Folio* for magazines, *Writer's Digest* for magazines, *Graphic Arts Monthly*, *Journal of Advertising Research*, *Journalism Educator*, *Journalism Quarterly*, *Print* and *Communication Arts*. In production technology, *The Seybold Newsletter* and *Graphic Communications Weekly* are major sources of current data.

Books in journalism and related fields appear in overwhelming numbers each year, and besides getting on mailing lists of the many publishers one can read the book review sections of the major periodicals. Generally advisers find the most helpful reviews in *Quill and Scroll*, *The School Press Review*, *College Press Review*, *Journalism Quarterly* and *Community College Journalist*. Occasionally NCCPA and other organizations publish bibliographies that indicate basic books that should be available in the publications area, and advisers can check their publications' holdings against those lists.

The American Newspaper Publishers Association publishes a series of reports on practical research findings, and many advisers can have their names placed on that mailing list. Numerous organizations publish monographs and provide special reports, both free and for a fee. The ERIC Clearinghouse on Reading and Communication Skills in Urbana, Illinois, also provides bibliographies and special reports, usually without charge, in addition to its published monographs, which are sold by co-sponsoring organizations. Sources available to advisers are

overwhelming if not endless. Keeping in touch through membership in NCCPA, the advisers' professional organization, and frequent contact with other members is recommended to remain reasonably current in the field.

Summer Professional Experience

Just as continued participation in educational programs and reading of journals and books can keep advisers abreast of developments, frequent return to the daily professional world of journalism helps advisers update their knowledge and skills. As the NCCPA code states, the quality of experience is more important than the length, though a 10- to 12-week stint every fourth or fifth summer is a minimum at which an adviser should aim.

Advisers find a variety of internships available and stimulating. Newspaper advisers find a summer in a television or radio news operation gives them fresh approaches to news gathering and processing. Yearbook advisers find magazine work closely related to their yearbooks' reporting, editing and design needs. Weekly newspapers often offer a wider variety of duties and responsibilities than metropolitan dailies, including selling a few ads, and keep advisers from becoming overspecialized as either copy editors or reporters.

Business publications occasionally accept a faculty intern for the summer, introducing him to reporting on trade shows, sales techniques and new products, while honing his journalistic skills and enabling him to learn the latest technological advances in transmitting copy to the printing plant and producing the publication. If a job for the entire summer is not available or the adviser cannot spare that much time, a two-week stint filling in for a vacationing reporter or editor can be worthwhile.

Most advisers do not want to take an internship that would otherwise be available to one of their students, but summer work opportunities for advisers can be arranged individually and through professional organizations for most advisers who want them.

Advisers, like most other people in education, have a tendency to do what they want and to read what interests them more than to discipline themselves to make up deficiencies by seeking out activities they wouldn't normally be attracted to and to read in fields they don't find particularly interesting. The final determinant in whether an adviser develops into a true professional, however, is the individual's self-discipline to add continually to one's knowledge to become a whole adviser, proficient in all the skills and techniques involved in advising. The professional, ethical, effective adviser continues to develop throughout his or her career.

Professional Organizations

American Newspaper Publishers Association
Jerry W. Friedheim, Executive Vice President
P.O. Box 17407
Dulles International Airport
Washington, D.C. 20041

American Press Institute
Malcolm F. Maliette, Director
11690 Sunrise Valley Drive
Reston, Virginia 22091

American Society of Magazine Editors
Robert C. Gardner, Secretary
575 Lexington Avenue
New York, New York 10022

American Society of Newspaper Editors
Gene Giancarlo, Executive Secretary
P.O. Box 551/1350 Sullivan Trail
Easton, Pennsylvania 18042

Associated Collegiate Press
Leslie R. Howell, Executive Director
720 Washington Avenue, S.E., Suite 205
Minneapolis, Minnesota 55414

Associated Press Managing Editors Association
Associated Press
50 Rockefeller Plaza
New York, New York 10020

Association for Education in Journalism
Quintus C. Wilson, Executive Secretary
118 Reavis Hall
Northern Illinois University
DeKalb, Illinois 60115

Beta Phi Gamma
Don Brown, Executive Secretary
El Camino College
El Camino, California 90506

Columbia Scholastic Press Association
Charles R. O'Malley, Director
Box 11, Central Mail Room
Columbia University
New York, New York 10027

Community College Journalism Association
W. B. Daugherty, Executive Secretary-Treasurer
San Antonio College
San Antonio, Texas 78284

National Council of College Publications Advisers
John A. Boyd, Executive Director
Tirey Memorial Union 300
Indiana State University
Terre Haute, Indiana 47809

National Newspaper Association
491 National Press Building
Washington, D.C. 20045

The Newspaper Fund, Inc.
Tom Engleman, Executive Director
P.O. Box 300
Princeton, New Jersey 08540

Society for Collegiate Journalists
John David Reed, Executive Secretary-Treasurer
Journalism Studies
Eastern Illinois University
Charleston, Illinois 61920

Society of Professional Journalists, Sigma Delta Chi
Russell E. Hurst, Executive Officer
35 East Wacker Drive
Chicago, Illinois 60601

Student Press Law Center
1750 Pennsylvania Avenue, N.W., Room 1112
Washington, D.C. 20006

Women in Communications, Inc.
Ann Hecker, Secretary
8305-A Shoal Creek Boulevard
Austin, Texas 78758

NCCPA Code of Ethics

As a member of the National Council of College Publications Advisers, I believe that my obligation is one of public trust which requires that, to the best of my ability, I

SHOULD BE:

A professional counselor whose chief responsibility is to give competent advice to student staff members in the areas to be served — editorial or business.

A teacher whose responsibility is to explain and demonstrate.

A critic who will pass judgment on the work done by the staff and who will commend excellence as well as point out fault.

An adviser whom staff members will respect for professional ability and my contribution to the college or university publications.

MUST:

Have personal and professional integrity and never condone the publication of falsehood in any form.

Be firm in my opinions and convictions while reasonable toward the differing views of others.

Be sympathetic toward staff members, endeavoring to understand their viewpoints when they are divergent from mine.

Seek to direct a staff toward editing a responsible publication that presents an unslanted report.

SHOULD:

Direct the staff or individual members whenever direction is needed but place as few restraints as possible upon them.

Never be a censor; but when staff members are intent on violating good taste, the laws of libel, or college or university principles, I should be firm in pointing out such errors.

Make suggestions rather than give orders.

Be available for consultation at all times.

Instill in the staff a determination to make the publication as professional as possible by being truthful and recognizing that fidelity to the public interest is vital.

Lead the staff to recognize that the publication represents the college or university, and that the world beyond the campus will in part judge the college or university by the product.

Encourage accurate reporting and see that editorial opinions expressed are based upon verified facts.

I realize that, in many instances, interpretation of a code of ethics becomes a matter of personal judgment, but I hold that a sincere effort to implement the spirit of these principles will assure professional conduct of credit to the profession and give honest service to the staff, the administration, the students, and the general public.

National Council of College Publications Advisers
Code of Professional Standards for Advisers

Adopted March 15, 1974

In this era when each day brings increasing pressures on the campus press and on advisers to college publications, it is more obvious than ever that these advisers need to be aware of this Code of Professional Standards for Advisers when selecting new persons for these positions.

I. ETHICS OF ADVISERSHIP

Ethics of the Professional Journalist

The student press should be viewed as a training ground for the profession. Therefore, student journalists, as the professional press, must be free to exercise their craft with no restraints beyond the limitations of ethical and legal responsibilities in matters of libel, obscenity and invasion of privacy.

The journalist serves the public best with timely, factual and complete news reports and gives his first duty to fairness and accuracy. Accordingly, the adviser should encourage the staff toward editing an intelligent publication that presents a complete and unbiased report, and that reflects accurate reporting and editorial opinions based on verified facts.

As his counterpart in the profession, the student journalist should be as free as other citizens to probe every facet of the campus community, nation and world without fear of reprisal.

The adviser should be able to lead the student journalist to a full knowledge and understanding of the ethics, and most importantly, the responsibilities of the profession of journalism. The adviser should, therefore, fully understand the nature and function of contemporary journalism.

Ethics of the Professional Educator

The adviser serves primarily as a teacher whose chief responsibility is to give valid advice to staff members in the areas to be served, editorial and business, and to be readily available to the staff. As a teacher, the adviser is a professional educator whose responsibility is to explain and demonstrate and who will be respected for his professional ability and integrity.

An academic community requires freedom to exchange information and ideas. The adviser should promote, initiate and sustain institutional policies which will provide students the freedom to establish

their own publications and to conduct them free of censorship or of faculty or administrative determination of content or editorial policy.

II. RESPONSIBILITIES OF THE ADVISER

To the Student

As a supervisor, the adviser must guide rather than censor. Availability of the adviser is of utmost importance. The adviser should let it be known that he or she is willing to give guidance, provide counseling and be available when needed. As a supervisor, the adviser helps students understand that the publication must come out on schedule, that deadlines must be met and that professional standards and ethics should be followed at all times. He uses the supervisory position to instruct, knowing that he is in a position to teach more and do a better job than when in a formal classroom setting.

It is important that the adviser be knowledgeable in the production techniques of the publication he advises. This role involves primary concern with the total quality of the publication rather than the day-to-day operation which is properly handled by student staff members.

As a counselor, the adviser has the responsibility to guide students to an understanding of the nature, the functions and the ethics of the student press. As a natural corollary, it is the adviser's job to have firm, professional contacts in the community in order to serve as an effective liaison between the professional media and the students, both in making available the best possible models and in providing career information.

As a teacher — and this is perhaps the most important job of the adviser — the adviser should provide instruction that will result in a better publication. The effective adviser tries to emphasize individualized instruction and allows for individual differences in the staffers' abilities to learn. He points out weak areas and works with students to strengthen their abilities in these areas. He makes his students confident of what they can do. He tries to shape their minds in the direction of a realistic career. Most important, the adviser must make sure that every staffer has an opportunity to develop as fully as possible his potential within the framework of the publication.

To the Administration

The adviser functions as a liaison with the administration for an understanding of the ethics and responsibilities of a free press and of student publications. In this role, the adviser must ensure full communication of administrative policy to student editors as well as communication to administrators of the duty of the institution to allow full and vigorous freedom of expression.

The adviser must ensure an honest understanding of each side and its objectives by the other and a belief in the principles of full exchange of information in all cases.

If he acts as business manager, the adviser should help maintain the fiscal stability of the publication and should ensure that the publication reaches its long-range financial goals.

As editorial adviser, his role is to encourage the student staff to be accurate, fair, complete, intelligent and reasonable in carrying out their publications functions.

As a consultant in printing, the adviser should provide both technical and fiscal advice so that the product attains high quality.

To Colleagues

The adviser is a member of the institution's professional staff with obligations to his profession, both as a college teacher and as an adviser.

As a liaison with regard to the role of the student press, he must function as an adviser to other faculty and college staff members about the nature and functions of the college press.

The adviser should establish a working relationship between the administration and student publications, never losing sight of the rights and functions of the student press and facilitating a clear understanding of them on the part of the administration.

The adviser should, at all times, remain a respected professional educator and in that role he can best provide, through example and through dialogue, an effective basis for the successful functioning of ethical student publications.

III. STANDARDS AND PREPARATION

Education

The ideal minimum standard for a publications adviser should be a master's degree in journalism. However, if he or she has a bachelor's degree in journalism and a master's degree in another field, or possesses a minor in journalism, it is recommended that the course work have included the following areas:

Newswriting-Reporting
Editing and Makeup
Communication Law
Photojournalism
Editorial Problems and Policies
Theory of Mass Communication
Advertising-Economics of the Media
History of American Journalism

Graphic Production Techniques
Advising Student Publications
Mass Media and Society

In addition to journalistic course work, the person assigned to advise student publications should have some experience in working in the professional media, particularly in the area of advisership. In this regard, the kind of professional experience is more important than the length of service and the following professional work is strongly recommended: reporting, editing, advertising and photojournalism.

The adviser could gain this experience in any number of ways and in varying lengths of time. It is strongly recommended that those involved in advising, both as new and as experienced advisers, gain or renew media work experience during summer breaks in the academic year.

A clear combination of both academic course work in journalism and professional media experience best fit an individual to be a competent adviser.

Related Experience

In addition to the basic academic and professional media background, certain other experiences are strongly recommended.

First, work on student publications as a staff member or editor is valid background experience, as is a graduate assistantship working with a student publication.

Second, an internship or course for advisers is recommended for those who have had experience, and a combination of these plus a professionally related seminar is recommended for those who have not had experience. All advisers should be strongly encouraged to take courses or serve internships at intervals in their careers; an adviser should strongly consider a refresher course every four years.

Advisers could participate in a short-term observation or exchange session with experienced advisers in their regions.

Third, professionally related seminars and membership in state, regional and national organizations and participation in their conferences should be an integral part of each adviser's activity during the year. He should be an active contributor to and participant in these meetings, which offer him the best opportunity for exchange with other advisers.

Fourth, advising experience, even at a high school with a high quality journalism program, is desirable in someone being considered for an advising position. This type of experience, if successful, could compensate for initial deficiencies in educational background.

A Statement of Principles
American Society of Newspaper Editors

Preamble

The First Amendment, protecting freedom of expression from abridgment by any law, guarantees to the people through their press a constitutional right, and thereby places on newspaper people a particular responsibility.

Thus journalism demands of its practitioners not only industry and knowledge but also the pursuit of a standard of integrity proportionate to the journalist's singular obligation.

To this end the American Society of Newspaper Editors sets forth this Statement of Principles as a standard encouraging the highest ethical and professional performance.

Article I — Responsibility

The primary purpose of gathering and distributing news and opinion is to serve the general welfare by informing the people and enabling them to make judgments on the issues of the time. Newspapermen and women who abuse the power of their professional role for selfish motives or unworthy purposes are faithless to that public trust.

The American press was made free not just to inform or just to serve as a forum for debate but also to bring an independent scrutiny to bear on the forces of power in the society, including the conduct of official power at all levels of government.

Article II — Freedom of the Press

Freedom of the press belongs to the people. It must be defended against encroachment or assault from any quarter, public or private.

Journalists must be constantly alert to see that the public's business is conducted in public. They must be vigilant against all who would exploit the press for selfish purposes.

Article III — Independence

Journalists must avoid impropriety and the appearance of impropriety as well as any conflict of interest or the appearance of conflict. They should neither accept anything nor pursue any activity that might compromise or seem to compromise their integrity.

Article IV — Truth and Accuracy

Good faith with the reader is the foundation of good journalism. Every effort must be made to assure that the news content is accurate,

free from bias and in context, and that all sides are presented fairly. Editorials, analytical articles and commentary should be held to the same standards of accuracy with respect to facts as news reports.

Significant errors of fact, as well as errors of omission, should be corrected promptly and prominently.

Article V — Impartiality

To be impartial does not require the press to be unquestioning or to refrain from editorial expression. Sound practice, however, demands a clear distinction for the reader between news reports and opinion. Articles that contain opinion or personal interpretation should be clearly identified.

Article VI — Fair Play

Journalists should respect the rights of people involved in the news, observe the common standards of decency and stand accountable to the public for the fairness and accuracy of their news reports.

Persons publicly accused should be given the earliest opportunity to respond.

Pledges of confidentiality to news sources must be honored at all costs, and therefore should not be given lightly. Unless there is clear and pressing need to maintain confidences, sources of information should be identified.

These principles are intended to preserve, protect and strengthen the bond of trust and respect between American journalists and the American people, a bond that is essential to sustain the grant of freedom entrusted to both by the nation's founders.

(Adopted 1975)

The Society of Professional Journalists, Sigma Delta Chi Code of Ethics

(Adopted by the 1973 national convention)

The Society of Professional Journalists, Sigma Delta Chi, believes the duty of journalists is to serve the truth.

We believe the agencies of mass communication are carriers of public discussion and information, acting on their Constitutional mandate and freedom to learn and report the facts.

We believe in public enlightenment as the forerunner of justice, and in our Constitutional role to seek the truth as part of the public's right to know the truth.

We believe those responsibilities carry obligations that require journalists to perform with intelligence, objectivity, accuracy and fairness.

To these ends, we declare acceptance of the standards of practice here set forth:

RESPONSIBILITY: The public's right to know of events of public importance and interest is the overriding mission of the mass media. The purpose of distributing news and enlightened opinion is to serve the general welfare. Journalists who use their professional status as representatives of the public for selfish or other unworthy motives violate a high trust.

FREEDOM OF THE PRESS: Freedom of the press is to be guarded as an inalienable right of people in a free society. It carries with it the freedom and the responsibility to discuss, question, and challenge actions and utterances of our government and of our public and private institutions. Journalists uphold the right to speak unpopular opinions and the privilege to agree with the majority.

ETHICS: Journalists must be free of obligation to any interest other than the public's right to know the truth.

1. Gifts, favors, free travel, special treatment or privileges can compromise the integrity of journalists and their employers. Nothing of value should be accepted.

2. Secondary employment, political involvement, holding public office, and service in community organizations should be avoided if it compromises the integrity of journalists and their employers. Journalists and their employers should conduct their personal lives in a manner which protects them from conflict of interest, real or apparent. Their responsibilities to the public are paramount. That is the nature of their profession.

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3. So-called news communications from private sources should not be published or broadcast without substantiation of their claims to news value.

4. Journalists will seek news that serves the public interest, despite the obstacles. They will make constant efforts to assure that the public's business is conducted in public and that public records are open to public inspection.

5. Journalists acknowledge the newsman's ethic of protecting confidential sources of information.

ACCURACY AND OBJECTIVITY: Good faith with the public is the foundation of all worthy journalism.

1. Truth is our ultimate goal.

2. Objectivity in reporting the news is another goal, which serves as the mark of an experienced professional. It is a standard of performance toward which we strive. We honor those who achieve it.

3. There is no excuse for inaccuracies or lack of thoroughness.

4. Newspaper headlines should be fully warranted by the contents of the articles they accompany. Photographs and telecasts should give an accurate picture of an event and not highlight a minor incident out of context.

5. Sound practice makes clear distinction between news reports and expressions of opinion. News reports should be free of opinion or bias and represent all sides of an issue.

6. Partisanship in editorial comment which knowingly departs from the truth violates the spirit of American journalism.

7. Journalists recognize their responsibility for offering informed analysis, comment, and editorial opinion on public events and issues. They accept the obligation to present such material by individuals whose competence, experience, and judgment qualify them for it.

8. Special articles or presentations devoted to advocacy or the writer's own conclusions and interpretations should be labeled as such.

FAIR PLAY: Journalists at all times will show respect for the dignity, privacy, rights, and well-being of people encountered in the course of gathering and presenting the news.

1. The news media should not communicate unofficial charges affecting reputation or moral character without giving the accused a chance to reply.

2. The news media must guard against invading a person's right to privacy.

3. The media should not pander to morbid curiosity about details of vice and crime.

4. It is the duty of news media to make prompt and complete correction of their errors.

5. Journalists should be accountable to the public for their reports and the public should be encouraged to voice its grievances against the media. Open dialogue with our readers, viewers, and listeners should be fostered.

PLEDGE: Journalists should actively censure and try to prevent violations of these standards, and they should encourage their observance by all newspeople. Adherence to this code of ethics is intended to preserve the bond of mutual trust and respect between American journalists and the American people.

National Conference of Editorial Writers

Basic Statement of Principles

Adopted October 10, 1975

Editorial writing is more than another way of making money. It is a profession devoted to the public welfare and to public service. The chief duty of its practitioners is to provide the information and guidance toward sound judgments that are essential to the healthy functioning of a democracy. Therefore, editorial writers owe it to their integrity and that of their profession to observe the following injunctions:

1. The editorial writer should present facts honestly and fully. It is dishonest to base an editorial on half-truth. The writer should never knowingly mislead the reader, misrepresent a situation, or place any person in a false light. No consequential errors should go uncorrected.

2. The editorial writer should draw fair conclusions from the stated facts, basing them upon the weight of evidence and upon the writer's considered concept of the public good.

3. The editorial writer should never use his or her influence to seek personal favors of any kind. Gifts of value, free travel and other favors that can compromise integrity, or appear to do so, should not be accepted.

The writer should be constantly alert to conflicts of interest, real or apparent, including those that may arise from financial holdings, secondary employment, holding public office or involvement in political, civic or other organizations. Timely public disclosure can minimize suspicion.

Editors should seek to hold syndicates to these standards.

The writer, further to enhance editorial page credibility, also should encourage the institution he or she represents to avoid conflicts of interest, real or apparent.

4. The editorial writer should realize that the public will appreciate more the value of the First Amendment if others are accorded an opportunity for expression. Therefore, voice should be given to diverse opinions, edited faithfully to reflect stated views. Targets of criticism — whether in a letter, editorial, cartoon or signed column — especially deserve an opportunity to respond; editors should insist that syndicates adhere to this standard.

5. The editorial writer should regularly review his or her conclusions. The writer should not hesitate to consider new information and to revise conclusions. When changes of viewpoint are substantial, readers should be informed.

6. The editorial writer should have the courage of well-founded convictions and should never write anything that goes against his or her conscience. Many editorial pages are products of more than one mind, and sound collective judgment can be achieved only through sound individual judgments. Thoughtful individual opinions should be respected.

7. The editorial writer always should honor pledges of confidentiality. Such pledges should be made only to serve the public's need for information.

8. The editorial writer should discourage publication of editorials prepared by an outside writing service and presented as the newspaper's own. Failure to disclose the source of such editorials is unethical, and particularly reprehensible when the service is in the employ of a special interest.

9. The editorial writer should encourage thoughtful criticism of the press, especially within the profession, and promote adherence to the standards set forth in this statement of principles.

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